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ABSTRACT

An overview is presented of the beginning teacher program in the Frederick County (Maryland) schools. The focus of the program is on three concerns: (1) the problems of beginning teachers as perceived by themselves and others; (2) the kinds of support efforts that presently exist; and (3) implications for the future development of support programs for teacher induction. The program consists of a four-day preschool workshop which focuses on curriculum, a one day follow-up workshop held during the school year, two days of observation to be used by the new teacher for instructional improvement, and a support seminar which is available for college graduate credit or Maryland State Department of Education workshop credit. Descriptions are given of each of these program components and are accompanied by materials used to supplement the program, and by schedules and agendas for each component. (JD)

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BEGINNING TEACHERS: A CURRICULAR APPROACH

BOARD OF EDUCATION OF FREDERICK COUNTY, MD

National Staff Development Conference

Atlanta, GA

December 15, 1986

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Superintendent of Schools
Board of Education of Frederick County

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REVIEW OF LITERATURE

BEGINNING TEACHERS: PERCEIVED PROBLEMS AND IMPLICATIONS FOR SUPPORT PROGRAMS

INTRODUCTION

"Knowledge of problems faced by beginning teachers in their first year of teaching may provide important information for the improvement and (re)designing of pre- and in-service programmes." (Veenman, 1984, p. 143). Those of us involved in teacher education recognize that it is through such improvement that we may ultimately approach our goal of increasing the positive impact of educational experiences on children in their classrooms.

Recent years have seen a tremendous increase in evaluation of our schools and teachers. In light of resulting criticisms, many questions are being asked regarding the selection and training of teachers as well as they environment in which they work. One possible focal point for continued investigation of these issues is the beginning teacher. The remainder of this paper will focus on three concerns: (1) the problems of beginning teachers as perceived by themselves and others; (2) the kinds of support efforts that presently exist; and (3) implications for the future development of support programs for teacher induction.

A REVIEW OF LITERATURE ON PROBLEMS OF BEGINNING TEACHERS

An issue of major importance in the literature regarding beginning teachers is one referred to as "reality shock" which, according to a study done by Muller-Fohrbrodt et al. in 1978, involves the "collapse of missionary ideals" in the face of the harsh reality of the real teaching experience. The researchers state that reality shock is characterized by perceptions of problems, changes in behavior, changes in attitude, and changes in personality. (Veenman, 1984, p. 144)

Anthropologist Estelle Fuchs describes the tension and strain expressed by beginning teachers as going "far beyond ordinary fatigue associated with a new mode of employment." Instead, she states that the symptoms are more like "culture shock." (Fuchs, 1969, p. 21) Veenman supports this perspective by suggesting that the shock is so great that the impact of teacher education courses can be "wiped out." (Veenman, 1984, p. 147) Muller-Fohrbrodt asserts that the causes of reality shock can be either personal or situational. (Veenman, 1984, p. 147) Cooper and Ryan, in categorizing first-year "surprises," refer to the school milieu as the shock of the familiar. (Ryan and Cooper, 1984, p. 264) It is suggested that beginning teachers have watched so many teachers in school that they are fooled into thinking they "know what it is like to do the teaching." (Ryan, 1980, p. 5) The new teacher's familiarity with schools is a problem in itself. (Cooper and Ryan, 1984, p. 266) Other factors contributing to reality shock have been

identified. McDonald and Elias (1983) and Ryan (1970, 1980) note that first-year teachers are also often dealing with adjustment to the adult world and its responsibilities. (Veenman, 1984, p. 184) These are referred to as nonteaching adjustments, such as independent living and marriage. (Ryan, 1980, p. 5). Entry into the profession is also sudden: a beginning teacher has the same responsibility as a teacher with forty years of experience. (Veenman, 1984, p. 167)

In looking more closely at the attitude changes of beginning teachers, many researchers report a shift from student-centered to more authoritarian during the first year. A double shift was even described with college students moving from a conservative stance to a more liberal stance during student teaching and back to conservative. (Veenman, 1984, p. 146) These changes were not precisely the same for all teachers. "Depressive, introverted, and uncommunicative" persons were most greatly at risk of this change. (Veenman, 1984, p. 146) Wright and Tuska in 1968 stated that by using the Teacher Attitude Questionnaire, new teachers rated themselves "higher on acting impulsively, controlling, and blaming others" and as "less happy, less obedient, and less inspiring." (McNergney and Carrier, 1981, p. 11)

Individual differences and area of specialization were also mentioned. Beginning teachers identified as "progressive" had more problems with work situations, instructions, superiors, and colleagues. (Yet Muller-Fohrbrodt et al. includes that they are also credited with more innovative attitudes.) Young science teachers were more conservative that those in the humanities according to Dann (1978), Lacey (1977), and McArthur (1981). According to Adams and Martay (1980), secondary teachers with higher grade point averages reported more teaching problems than did elementary teachers. Griffen (1983) states that lower idealism was seen as a characteristic of teachers who felt more capable of handling classroom problems. The greater the discrepancy in teacher training ideals and reality, the more beginning teachers moved toward authoritarian behavior. (Veenman, 1984)

Longitudinal studies report that the most change takes place between the first and third years. (Veenman, 1984, p. 145)

By compiling data from existing research, Veenman was able to identify which problems are perceived most often by beginning teachers. These were put in rank order. The first twelve will be discussed here.

Classroom discipline was named more often than any other concern. The term itself could be a label that represents a whole host of other difficulties, however. Principals also named discipline as a most common problem of beginning teachers. Turner (1966) suggested that beginning teachers with more discipline problems also had a more negative view of staff. Discipline problems were cited by Taylor and Dale (1971) as the cause given most often by male teachers regarding their leaving of the profession after the first year. (Veenman, 1984)

Motivating students was ranked second of perceived problems especially with secondary teachers. Third was dealing with individual differences of students which calls for varying curriculum and instructional practices. Ranked fourth was assessing students' work. (Veenman, 1984)

Next in rank order was relations with parents. (Veenman, 1984) Parents have been referred to as "natural allies with different agendas." (Ryan/Cooper, 1984, p. 264) One factor suggested was that parents may lack confidence in beginning teachers. (Cruickshank and Callahan, 1983, p. 254)

The remaining problems in descending order were: (6) organization of classwork; (7) insufficient materials and supplies; (8) problems with individual students; (9) heavy teaching load and insufficient preparation time; (10) relations with colleagues; (11) planning of lessons and school days; (12) effective use of different teaching methods. (Veenman, 1984)

In expanding on some of these issues, another source states that peers can be a mixed blessing having both positive and negative influence on beginning teachers. (Ryan/Cooper, 1984, p. 264) Also referred to as affiliation, this issue can include concerns,such as being evaluated and a feeling of "them against me." (Cruickshank and Callahan, 1983, p. 254)

Time management difficulties have been associated with the lack of clearly identified teaching goals. In addition, the new teacher enters the classroom often identifying with the student role rather than the role of the teacher. (Cruickshank and Callahan, 1983, p. 256)

Cruickshank and Callahan also address expectations of beginning teachers. They list three as societal that are shared by the teachers themselves. The first is competency. A study by Weaver (1979) states that high school seniors interested in teaching had lower SAT scores that those planning other majors. The second expectation was that the teacher could cause students to learn; the third was that teachers could provide for students' affective needs (which could pose a conflict when pitted against meeting academic needs). Teachers themselves have an expectation that their jobs be satisfying. (Cruickshank and Callahan, 1983) Several studies since 1979 indicated that more than 80% of beginning teachers were satisfied with their schools and working conditions. (Veenman, 1984) However, Lortie (1975) points to the isolation of a teacher in a classroom as leading to a feeling of societal isolation. (McNergney and Carrier, 1981, p. 11)

Some researchers have looked at beginning teachers in comparison to their more experienced colleagues (Moskowitz and Hayman, Fogarty, Wang, Creek). The greatest difference was said to be in control, discipline, and giving immediate feedback. Beginning teachers were also less able to attend to spontaneous behavior and cues from the whole class. (Veenman, 1984, pp. 144-5)

Fuller and Brown (1975) presented a developmental framework that they felt indicative of beginning teachers. The first stage is called the survival stage. They note that pre-service teachers identify more with public school students than with teachers. The resulting jolt when they officially take on the teacher role creates a situation in which their own needs take precedence over those of the students. They

are "dominated by anxieties about... control, about being liked by students, (and) about supervisors' opinions." Also cited are considerable changes in opinions about pupils, teachers, and teaching. Next is a stage of student achievement focus. Here teachers are concerned about knowledge of subject matter, and they begin to search for "Teacher's Editions and old class notes." The last stage is characterized by concern for pupils --their learning as well as their social-emotional needs. This is the stage that relates to parents' expectations for student satisfaction. Unfortunately, it is believed that most teachers do not reach this third stage. (Cruickshank and Callahan, 1983, pp. 253-4)

Other research has dealt widely with issues that are concerns of all teachers. Even through beginning teachers were not singled out as a group in the finding, these issues are relevant to them as well. Phillip Jackson cites that elementary teachers take part in as many as 1,000 interpersonal interchanges each day and that their routines contain many timekeeping and supply dispensing behaviors. (Ryan and Cooper, 1984, p. 163) In regard to teachers' views of working conditions, one study concluded that "job lock-in" was widely felt. There may be implications here in regard to job satisfaction and retention. (Lowther, Stark, and Chapman, 1984)

Teacher stress has also been examined. One study determined that lack of time was the greatest impediment for teachers resulting in increased stress. Disruptive students were ranked a close second. Of major concern of the authors of the study was the fact that 45% of the K-1 teacher ranked this within the top five most stressful factors. Additionally, 49% of teachers ranked different students ability levels as fifth. An overall important finding was that teachers identified classroom concerns as more stressful than organizational elements. (Raschke, Dedrick, Strathe, Hawkes, 1985) The possibility that the experienced teachers' negative attitudes about various aspects of their jobs can have great impact on beginning teachers should not be overlooked. There could be an influential "trickle-down" that increases the anxiety of the first-year teacher.

In trying to understand and utilize the vast amounts of research, some additional points are important. Veenman reminds us that the very nature of the occupation itself should not be overlooked. He also notes that the methodology of the studies varies widely. Inherent in the use of questionnaires (which are the most common means of gathering information) is the possibility that the responses do not accurately depict the real situation of problem. Unless problems are very specifically defined, it is hard to distinguish between "complaining about" and the existence of a true situation that may or may not hinder the beginning teacher. Additionally, a teacher's responses may be based on past experiences in a wide variety of settings and situations. (Veenman, 1984)

A review of the research also shows omissions especially, according to Veenman, in the areas of individual characteristics, characteristics of specific settings, and specific characteristics of varied teacher education methods and settings. Of most value may be the caution that despite the extensive research and identification of problems, we still "know little about the person-specific and situation-specific nature of these problems. (Veenman, 1984)

EXISTING SUPPORTS FOR BEGINNING TEACHERS

Teacher induction is the term being used to describe any planned support program for teachers upon entry into the profession. There is a general acceptance of the need for such programs; yet, several factors have inhibited their growth, including financial and political considerations. (Veenman, 1984) A statement from Goodlad which could include this induction phase presents that teacher education programs have historically "slighted sociological, anthropological, and cultural phenomena, especially the actual functioning of the school as a social system." (Veenman, 1984, p. 44)

Of a poll investigating the percentage of all teachers participating in professional growth activities from 1971 to 1981, the only increases were in: system-sponsored activities during the school year, up to 67.4% from 58.6%; association-sponsored activities, up to 27.1% from 24.5%, and educational TV, up to 13.4% from 11.3%. (Ryan/Cooper, 1984, p. 355) (Certainly television does not provide a personalized framework that takes the individual situation into account.)

When lists of existing induction support types were compiled, they were ranked in order of most to least-widely used. In descending order they are: printed information regarding policies and procedures; orientation visits to new site of employment; release time for workshops and observation; teacher support groups; liaison with experienced teachers; load reduction; conferences with supervisors; and team teaching. Yet, little research has been done regarding the effect of these various methods. (Veenman, 1984, p. 165)

From a more general, theoretical perspective, various approaches are given as means of facilitating teacher growth. They include:

(1) Teacher Development (includes issues such as the stages presented by Fuller and Brown);

(2) Cognitive-Developmental Framework (looks at the teacher as an adult learner)

(This category includes the work of Piaget, Kohlberg, Loevinger, Hunt, and Perry. Studies report that teachers at higher cognitive-developmental levels function better in the classroom due to better ability to respond to the needs of others, a wider repertoire of teaching strategies, better coping skills, more flexibility, and ability to perceive problems more broadly. The researchers named were Glassberg, Hunt, Joyce, Sprinthall, and Thies-Sprinthall.) (Veenman, 1984, p. 162)

(3) Teacher Socialization Framework (considers changes in the social person such as adaptation to role, perspectives, and conforming; includes work of Maslow)

(This area is seen as needing more research; it may be connected to cognitive-developmental stages.)

These approaches were summarized by Veenman. (Veenman, 1984)

Oja states that even when teachers have been trained in a variety of teaching models, they have been unable to transfer these skills into the classroom. To address this possibility, the Deliberate Psychological Education for Teachers programs were designed to promote ego, moral, and conceptual development. The rationale for this approach stems from previously-cited research which emphasized a cognitive-developmental approach to teacher education. Summaries state that systematic teacher training programs can produce psychological growth and increase in and transfer of professional skills. (Oja, 1981)

Beginning teachers also have access to written information, both through their own pursuits as well as through more structured programs. Of these written offerings, those which could be categorized as advice articles are most numerous. The content in such articles varies from "Be yourself" to "Have a dozen sharpened pencils on your desk the first day to eliminate unnecessary trips to the pencil sharpener." Second in frequency are first-person reports. Third most frequent were scholarly essays that were oriented toward a particular discipline or approach. (Ryan, 1980, p. 9)

IMPLICATIONS FOR FUTURE DEVELOPMENT OF INDUCTION PROGRAMS

Lortie (1975) states that "no way has been found to record and crystalize teaching for the benefit of beginning teachers." (Veenman, 1984, p. 167) Yet, we are left with the challenge of finding ways to not only better prepare our prospective teachers but also to assist them in making the transition with the ability to utilize previous learning and continue the process.

A first element of the research that seems to have specific bearing on planning support programs is the evidence that the greatest changes in teachers takes place over the first three years. Rubin addresses this issue (under the heading of a need for college/school linkage for induction planning) with the suggestion that the medical internship model "of an intensive and deeply practice-oriented internship" should be closely analyzed for "parallels." (Rubin, 1978, p. 158)

There are other dimensions that Rubin also sees as crucial. He secondly addresses teaching techniques in regard to teacher in-service. Under this heading, he includes behavior management, organization, time management, policies, and so on.

A third consideration of Rubin is information sources. Of special importance here is the suggestion that teachers need to be able to extract knowledge from their own experiences. The acquisition of observational skills should be facilitated by professional and peer support. (Rubin, 1978, p. 158) The importance of observational skills is reinforced by Harris. He states that using classroom observation techniques for gathering data "demands a focus on (1) reality, (2) the classroom, and (3) the complexities of the teacher/student/lesson/material interactions." (Harris, 1986, p. 127)

The Lewinian paradigm that behavior is a function of the person in the environment (B-P-E) is relevant to this area. Hunt (1975) supported the use of this framework for teacher education and states that it is compatible with cognitive-developmental theories. (Veenman, 1984, p. 168)

Returning to Rubin's recommendations for planning in-service, he includes peer culture and the development of a common language by which information can be exchanged as aspects of information source issues. His last area of consideration is teacher status. (Rubin, 1978, p. 158)

An obvious question regarding induction programs relates to who should be responsible for them. The research indicates that system-sponsored activities are the most-used avenue for in-service training. It is unclear how much of these pertain to beginning teachers. It would seem most effective if the systems worked together with the college teacher education programs. They both have a vested interest. Rubin comments on another aspect of sharing: that of shared goal-setting by teachers and administrators. He sees a need to reinforce a cooperative dimension between these two roles rather than to accentuate the worker-boss relationship. (Rubin, 1978, p. 196) Another researcher cites that administrators tend to refer to themselves as educators while referring to teachers as only "teachers." (Ryan/Cooper, 1984, p. 266)

Still another outline for consideration was presented by Ryan and Cooper. They suggest that the following four areas be addressed to enhance the quality of teachers and teaching:

(1) Teacher Attitudes toward Self, Children, Peers and Parents, and Subject Matter
(2) Knowledge of Subject
(3) Theoretical Knowledge of Behavior
(4) Repertoire of Teaching Skills.
(Ryan/Cooper, 1984, p. 302)

Finally, Combs, Jersild, and Rogers contend that teachers knowing about and understanding themselves is a prerequisite of effective teaching. They present that teachers need to be able to understand motivation and goals and to analyze the effects of behavior. Importance was also placed on the teacher's responsibility to pursue this self-knowledge. (Krajewski and Shuman, 1979, p. 127)

An individual research study that bears mentioning because of the revealing nature of its case reports, highlights the potential need to consider the home lives and responsibilities of teachers in working with them. (Spencer, 1984) (Spencer noted that the results of her findings were included in a book entitled Classrooms and Kitchens: School and Home Lives of Women Teachers.)

Veenman provided some caution that seems appropriate in concluding the topics being considered by this paper. He believed that basing induction and teacher education (re)design only on specific stated needs would not accomplish the desired goals. (Veenman, 1984) The implication may be that cognitive-developmental and humanistic approaches may provide a basis for the improvement of teacher education and induction.

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Kittybelle Hosford, Instructor
Fall, 1986

IDEA TO REALITY

The induction program of the Frederick County, Maryland Public Schools has as its goal acquainting new teachers with the curriculum they will be teaching. In addition to providing teachers new to Frederick County support to enable them to become successful teachers in the county, the program also provides recognition and opportunities for professional growth to accomplished experienced Frederick County teachers.

The program began in August, 1984 at the direction of the superintendent who instructed that the program focus on curriculum. A planning group consisting of an elementary and a secondary principal, supervisory staff and both experienced teachers and teachers having just completed their first year in the classroom was convened. Principals were particularly helpful in identifying areas of need and in logistical matters. The teachers, both experienced and inexperienced, were adamant that incoming teachers wanted and would benefit most from time spent working with practicing teachers. The program evolved around these constraints -- center on curriculum, address the needs of beginning teachers, and deliver content using the special knowledge and skills of the practicing teacher.

The program consists of four parts -- a four-day preschool workshop which focuses on curriculum, a one-day follow-up workshop held during the school year, two days of observation to be used by the new teacher on instructional improvement as he or she and his or her principal decide, and, finally, a support seminar which is available for college graduate credit or Maryland State Department of Education workshop credit and meets throughout the school year.

The preschool workshop is organized to deliver as much information as possible about the curriculum. Teachers new to the county work under the direction of curricular teachers, the accomplished experienced teachers, to (1) familiarize themselves with the curriculum to be taught, (2) acquaint themselves with textbooks to be used, and (3) develop the first week's set of lesson plans for each individual teacher. While most elementary teachers address the major subjects (math, science, social studies, and language arts) and most secondary teachers address their content area, some situations such as guidance or media, for example, require highly individualized programs. Special education teachers have a separate strand which is specific to the special education program.

The remaining parts of the program are also organized with the involvement of curricular teachers. The follow-up workshop is used primarily to review system procedures and policies, but curricular teachers are involved in these presentations in addition to administrators and supervisors. The two observation days are to be used to improve one's instruction. Built into the use of these days are opportunities for coaching with these same curricular teachers. Inexperienced teachers especially are encouraged to participate in some phase of coaching with experienced and accomplished teachers. Finally, the support seminar, while taught by a college instructor, also has at

lease three curricular teachers involved -- an elementary, middle, and high school curricular teacher. Needless to say, the possibilities for a lasting mentorship taking place are enhanced by the encounters each new teacher has with a number of superb teachers.

Both teachers new to the county and the curricular teachers are paid for participation in the preschool workshop. While the additional pay is undoubtedly helpful, it is never mentioned in evaluations of the workshop. We find repeatedly that curricular teachers refer to the recognition and personal satisfaction gained from helping a new teacher get off to a good start as the primary rewards of involvement. Even the recognition by the Board of Education at one of its regular meetings, while appreciated, seems to pale beside the hearty thank-you which comes from the new teachers.

Organization and Delivery

THE PRESCHOOL WORKSHOP

In the packet which teachers new to the county receive when they accept employment in the county is a letter of invitation to the preschool workshop. Enclosed with the letter is a form which the teachers are asked to return indicating whether or not they will attend. Teachers are also asked what areas they would like addressed in the workshop. Additionally, teachers are told of the required new teacher orientation which is the day after the last day of the voluntary workshop.

In 1986 we had a 94% acceptance rate for the voluntary workshop. The two reasons given by those who did not attend were (1) previously scheduled vacations and (2) weddings.

Copies of the letters and forms the new teachers receive are attached. The copy of the form returned to indicate attendance at the voluntary workshop is one of a returned form, indicative of the kinds of things in which new teachers are interested.

BOARD OF EDUCATION OF FREDERICK COUNTY
115 East Church Street
FREDERICK, MARYLAND 21701

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WILLIAM E. BARRY, JR.
Supervisor of Supporting
Services Personnel
301-694-1325

ROBERT F. CAVANAUGH
Administrative Assistant
for Certification
301-694-2504

Welcome to the Frederick County Public School System. We are pleased you have chosen Frederick County in which to work. I hope your years here will be enjoyable and productive ones.

In order to help you learn to know the Frederick County system and especially to know the curriculum for the area in which you will be teaching, we will offer a curricular workshop for all teachers new to the county for the school year 1986-87. The purpose of the workshop is to acquaint you thoroughly with the curriculum you will be expected to teach, the textbooks you will be using and, if time allows, to have you prepare your first week's lesson plans.

The workshop will be held on Thursday and Friday, August 21 and 22, and Monday and Tuesday, August 25 and 26. Your attendance is voluntary but you will be paid $52.00, the workshop rate of pay, for each of the four days you attend. You are expected to attend all four days of the workshop if you elect to attend.

The workshop begins at Frederick High School at 8:30 a.m. on August 21. You will travel to the school to which you've been assigned that afternoon. Secondary teachers will return to Frederick High School for August 22, but elementary teachers will travel to several elementary schools during their remaining workshop days. Agendas for the four days will be available on August 21.

Evaluations of previous years' workshops indicate this experience is quite helpful to teachers new to the county. We are interested in meeting your specific needs and would appreciate any suggestions you have for consideration in this year's final planning. Please include your suggestions on the enclosed intention form which I am asking you to return as soon as possible. A self-addressed, stamped envelope is enclosed for your convenience. I look forward to meeting you and to working with you.

Sincerely,

JUDY I. THOMPSON
Supervisor of Continuing Education

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July 1, 1986

NEW TEACHER ORIENTATION

WALKERSVILLE HIGH SCHOOL

Wednesday, August 27, 1986

Your first contract day is August 27, 1986. All teachers new to the county will meet at Walkersville High School for a half-day meeting which will include attending a Board of Education meeting and meeting with your curriculum specialists and area staffs. You will receive a detailed agenda upon arrival, but an outline of the day is as follows:

8:00 A.M.	Coffee
8:30 A.M.	Program begins
12:30 P.M.	L U N C H Compliments Chamber of Commerce of Frederick County
2:00 P.M.	Report to home school to work under the direction of the principal

DIRECTIONS: Walkersville High School is located approximately four miles northeast of Frederick. Follow Route 15 north to Route 26 and Route 26 to Route 194. You will then turn left on Route 194 and the school is approximately one (1) mile on your left.

RETURN TO JUDY THOMPSON, SUPERVISOR OF CONTINUING EDUCATION

CENTRAL OFFICE, STAFF DEVELOPMENT

AS SOON AS POSSIBLE

NAME: _____

SUMMER ADDRESS: _____
(where we can reach you until school starts August 28) _____

SUMMER PHONE NO. _____

RE: CURRICULAR WORKSHOP
TEACHERS NEW TO FREDERICK COUNTY, 1986-87

✓ I will attend the workshop August 21, 22, 25, and 26.

___ I will not attend the workshop August 21, 22, 25, and 26.

Areas I would like addressed in the workshop are as follows:

English Curriculum
Extra-curricular school activities
Professional Duties outside the classroom
Typical School Day Agenda
Long-term goals of Frederick Co. Educational System

My assignment for 1986-87 is T.J. Middle School (School).

THANK YOU!

English

Three basic strands are used in the delivery of the preschool workshop -- elementary, secondary and special education. Teachers of special subjects -- art, music and physical education -- have programs tailored to their needs. This is true also for areas such as guidance and media. At the elementary level each grade level has at least one curricular teacher. At the secondary level each content area has a curricular teacher; for major subjects there is a curricular teacher at both the middle and senior high level, and for other subjects one curricular teacher generally serves new teachers at both levels. Depending upon the composition of the incoming group of new teachers, special education may have curricular teachers from each of the two special schools in the county in addition to having curricular teachers for new elementary and secondary special education teachers. Because the special subjects span K-12 and because the number of new teachers in each of the special subjects is small, one curricular teacher works with each area.

The first day of the preschool workshop is spent primarily in reviewing classroom management and organizational issues with the area staff. In the Frederick County School System, area supervisors play a critical role in the observation/evaluation process. We feel it is essential the new teachers know what Frederick County's orientation in this area is. Following these presentations, new teachers report to their home schools to meet with their principals and pick up the materials with which they will work for the next three days.

The final three days of the workshop are spent working directly with curricular teachers. Elementary teachers go to the classrooms of these teachers which have already been prepared for the opening of school. On the final day of the workshop, elementary teachers work in their own classroom and are visited by their curricular teacher. Secondary teachers may work at the workshop site or may move to the school of the curricular teacher. Generally, secondary people remain at the central site and only those with one or two new teachers will go to the home schools. This is the practice, too, of special subject teachers and those working in individualized areas. The final day of the workshop for secondary teachers is spent in mini-sessions designed to address the concerns raised which are not curricular in nature. Special education teachers follow the practice of the elementary and secondary teachers.

Evaluations of the preschool workshop have been excellent, ranging from 1.5 to 1.8 on a scale of 1-5 with 1 excellent. At the conclusion of the first year's workshop, elementary teachers asked for more time in their schools. We have been able to answer that request by allowing elementary teachers to work in their schools the final day of the voluntary workshop when they are visited by their curricular teacher. Secondary teachers have asked to be given time to work with department chairs back in their home school following the curriculum work. We hope to be able to add this component next summer, but, because of expense, we will ask for this only for major subjects and special education in the middle and senior high schools.

The required orientation day is one in which the new teachers receive greetings from the Board of Education, the superintendent, curriculum and supervisory staff. The Chember of Commerce welcomes new teachers and provides a luncheon for them. Frequently, area businesses join the executive director of The Chamber in her welcoming address.

During the required orientation, new teachers attend a meeting of the Board of Education. At this meeting curricular teachers are recognized for their work and given a certificate or the like. They, too, are invited to join the new teachers for lunch. Curricular teachers are consistent in their satisfaction with and praise for the program. Copies of two thank-you's which the Office of Staff Development (OSD) received this year are attached. The curricular teachers also receive many thank-you's; a copy of one which was shared with the OSD this year is attached.

Agendas for the preschool workshop and the required orientation day follow. Maps of the two schools in which the centralized workshops are held are attached to the agendas. A map of the county showing where schools are located is also attached. The maps have not been included in your attachments, however.

Dear Judy,

Thanks so much for asking me to work with the new 1st grade teachers. Their enthusiasm was contagious!! They have lots of good ideas. With such a good background, 1st grade should be a positive experience for them and their students!! Thanks again,

This was a very enjoyable experience for me... put me down for next year's crop of new teachers! I'd love to do it again!

September 5, 1986

I just wanted to drop you a quick note to say MUCHÍSIMAS GRACIAS for all your help during the orientation for us "rookies". From all the written materials and helpful suggestions you gave us, it was clear that you didn't just breeze in for a couple of days to take care of a chore. I think each one of us sensed a real commitment on your part to provide the support and information we would need to get us through these first hectic days. Personally, I especially appreciated your flexibility to let us digress for a while from the PLAN to voice other questions and concerns. Frankly, on the first day of school, it's more comforting to know how to take roll than to ponder weighty philosophical questions!

You were particularly sensitive to the different personalities we brought to you. It's not easy to coordinate an orientation program for a group which includes experienced teachers and brand-new ones. Even those of us who have taught before came from very different systems and curriculum. You were very patient with us, encouraging us to share our experiences and our concerns. Thanks again for your most capable guidance. If you are representative of the rest of the Frederick County foreign language staff, I can't wait for our in-service meeting on the 18th! Hope your Latin classes are off to a great start.

Gratefully,

WELCOME

The next four days have been designed to help you as you enter the classrooms of Frederick County. If you have a need which is not being met, please let us know at the registration table. We will make every effort to help you.

WORKSHOP FOR TEACHERS NEW TO FREDERICK COUNTY

THURSDAY, AUGUST 21, 1986

8:30 - 9:00 REGISTRATION and COFFEE: Media Center and Lobby

Be certain to pick up your name tag, F-47 and either Tips for New Teachers (elementary) or Guide for New Teachers (secondary). Bring Tips or Guide to workshop each day.

6th grade teachers be certain to get your curricular assignment.

9:00 - 10:00 GREETINGS: Auditorium

Dr. Stuart Berger, Superintendent of Schools
Mr. Ronald Naso, Assistant Superintendent of Schools

SEMINAR FOR BEGINNING TEACHERS

Mr. "Clif" Virts, Social Studies Department Chair, Linganore High School
Ms. "Beth" Myers, 1st grade teacher, North Frederick Elementary School and a first-year teacher 1985-86

10:15 - 12:15 MEET WITH AREA SUPERVISORS

SENIOR HIGH: Philosophy and Instructional Planning
Marvin Spencer, Supervisor of High Schools
Room B-32, 1st Floor

MIDDLE: Classroom Organization and Management

Area I teachers: Carl Donald, Supervisor of Middle Schools
Room 225

Area II teachers: Elizabeth Carter, Supervisor of Middle Schools
Room 226

ELEMENTARY: You will switch sessions after one hour.

GRADES K-2

10:15 - 11:15: Planning and Instruction
Sherry Collette, Supervisor of Elementary Schools, Area II
Room 219

11:15 - 12:15: Classroom Management
Ric Gerwig, Supervisor of Elementary Schools, Area I
Room 221

GRADES 3-5

10:15 - 11:15: Classroom Management
Ric Gerwig, Supervisor of Elementary Schools, Area I
Room 221

11:15 - 12:15 Planning and Instruction
Sherry Collette, Supervisor of Elementary Schools, Area II
Room 219

LUNCH ON YOUR OWN

1:30 - 4:00 MEET WITH PRINCIPAL AT HOME SCHOOL

Bring from your school for your work during the remainder of the workshop:

1. Curriculum Guide or Guides
2. Teacher's Edition of Texts from which you will teach
3. Drawing of Room, or a representative room, in which you will teach.

Have your principal initial your F-47 to verify attendance.

TOMORROW AT FREDERICK HIGH SCHOOL

8:00 A.M. Coffee 8:30 A.M. Program Begins

Agendas will be at Registration Table.

* *

AREA I SCHOOLS

Brunswick Elementary, Middle and High
Governor Thomas Johnson Middle and High
New Market Elementary and Middle
East Frederick Elementary
Green Valley Elementary
Kemptown Elementary
Lewistown Elementary
Liberty Elementary
Linganore High
Monocacy Middle
North Frederick Elementary
Valley Elementary
Waverley Elementary
Yellow Springs Elementary

AREA II SCHOOLS

Middletown Elementary, Middle and High
Thurmont Elementary and Middle
Walkersville Elementary, Middle and High
Carroll Manor Elementary
Catoctin High
Emmitsburg Elementary
Frederick High
Myersville Elementary
New Midway Elementary
Parkway Elementary
Sabillasville Elementary
South Frederick Elementary
Urbana Elementary
West Frederick Middle
Wolfsville Elementary
Woodsboro Elementary

NEW TEACHERS' WORKSHOP: ELEMENTARY TEACHERS
FREDERICK HIGH SCHOOL
FRIDAY, MONDAY and TUESDAY
AUGUST 22, 25 and 26, 1986

FRIDAY, AUGUST 22

8:00 - 8:30 COFFEE: Lobby, Frederick High School

8:30 - 9:15 LEARNING DISABILITIES: David Campbell, Supervisor of Special Education and Psychological Services
Room B-23, Band Room, 1st Floor
Frederick High School

9:30 - 4:00 MEET WITH CURRICULAR TEACHER

Classroom teachers will travel to home school of curricular teacher after meeting at Frederick High School.

Specials teachers (art, music, physical education, media) may travel. Agendas individual to the group will be explained by the curricular teacher.

Curricular Teacher	Meeting Location
K: Marcie Gordon, Parkway Elementary	Room 219
1: Peggy Rhoderick, Parkway Elementary	Room 221
2: Donna Hauver, Parkway Elementary	Room 224
3: Friday: Wendy Bruchey, Myersville Elementary (There is only one restaurant in Myersville. You may want to bring your lunch.)	Room 225
Monday: Margaret Denton, Waverley Elementary (Meet at FHS at 8:30 A.M.; travel to Waverley)	Room 225
4: Nancy Williams, Kemptown Elementary	Room 226
5: Joyce Bruchey, North Frederick Elementary	Room 227
Art: Andrea Mohr, Frederick High School	Room B-18
Music: Tom Silliman, Gov. Thomas Johnson High	Registration Area
Physical Education: Kathy Hollinger, New Market Middle School	Room 229
Media: Margaret Beall, Brunswick Elem. School	Library Conference Rm.

HAVE YOUR F-47 INITIALED BY
CURRICULAR TEACHER AT END OF DAY

* * * * * * * * *

MONDAY, AUGUST 25

8:30 - 4:00 MEET WITH CURRICULAR TEACHER

K, 1, 2, 4, 5: Home school of curricular teacher
3: Margaret Denton, Waverley Elem. School — Room 225
(Travel to Waverley from FHS)

(Over, please)

SPECIALS:

Art, Physical Education, Media: Meet with curricular teacher according to agenda given you.

Music: 8:30-11:30 Instructional Materials Center (IMC) Meet with Dorothy Fogle.
12:30- 4:00 Work in Home School.

HAVE YOUR F-47 INITIALED BY
CURRICULAR TEACHER OR PRINCIPAL AT END OF DAY

* * * * * * * * *

TUESDAY, AUGUST 26

CLASSROOM TEACHERS MEET WITH CURRICULAR TEACHERS

KINDERGARTEN	GRADES 1 and 2: SCIENCE	GRADES 3, 4 and 5
Marcia Gordon, Parkway	William Greco, Lewistown	8:30 - NOON Work in home school.
8:30-11:30	8:30-11:30 (coffee at 8:00)	Visitation by curricular teachers.

L U N C H O N Y O U R O W N

1:30-4:00:	Work in home school. Visitation by curricular teachers.	1:00-4:00: SCIENCE William Greco, Lewistown

SPECIALS TEACHERS
Work in home schools according to direction of curricular teacher.

L U N C H O N Y O U R O W N

* * * HAVE YOUR F-47 INITIALED and
RETURNED TO JUDY I. THOMPSON, STAFF DEVELOPMENT * * *
BY CURRICULAR TEACHER OR PRINCIPAL
AT END OF DAY

NEW TEACHERS' WORKSHOP SECONDARY TEACHERS

FREDERICK HIGH SCHOOL

FRIDAY, MONDAY, and TUESDAY, AUGUST 22, 25, and 26, 1986

FRIDAY, AUGUST 22

8:00 - 8:30 COFFEE Auditorium Lobby, Frederick High School

Be certain to pick up minisession selection sheet at registration table, make selections and return to Bryant Aylor at registration table before leaving today.

8:30 - 9:15 GRADING

Senior High School	Middle School
Don Hindman, Principal	Hank Bohlander, Principal
Gov. T. J. High School	Thurmont Middle School
Room B-32, Choral Room	Room 226

9:30 - 10:15 LEARNING DISABILITIES: SENIOR HIGH and MIDDLE SCHOOL
David Campbell, Supervisor of Special Education and Psychological Services
Room B-23, Band Room

10:30 - 4:00 MEET WITH CURRICULAR TEACHER BY CONTENT AREA

L U N C H I S O N Y O U R O W N

SENIOR HIGH SCHOOL		MIDDLE SCHOOL	
Art	Andrea Mohr Room B-18	Art	same as SENIOR HIGH SCHOOL
Business Ed.	Cynthia Martin Room C-29	Business Ed.	same as SENIOR HIGH SCHOOL
Drama	Bryant Aylor Registration table	Foreign Lang.	same as SENIOR HIGH SCHOOL
English	Carrie T. Mehl Room 245	Industrial Arts	same as SENIOR HIGH SCHOOL
Foreign Lang.	Charlet Remus Room 236	Language Arts	Carol Denniston Room 211
Guidance	Judy Calhoun Guidance Conference Rm.	Math	Florence Reed Room 306
Home Economics	Beth Wood Room 9	Music	See SENIOR HIGH SCHOOL
Industrial Arts	Jim White Room A-31	Physical Ed.	same as SENIOR HIGH SCHOOL
Math	Martha Meadows, Jim Kennedy, Room 304	Science	John Zink Room C-1
Music	Tom Silliman Room B-32	Social Studies	same as SENIOR HIGH SCHOOL
Physical Ed.	Kathy Hollinger Room 229		
Science	Ron Albaugh Room C-3		
Social Studies	Pete Rothenhoefer Room 202		

(Over, please)

HAVE YOUR CURRICULAR TEACHER INITIAL YOUR F-47
AT END OF THE DAY

RETURN MINI-SESSION SELECTION SHEET TO BRYANT AYLOR, REGISTRATION TABLE.

* * * * * * * * * *

MONDAY, AUGUST 25

8:00 - 8:30 COFFEE Auditorium Lobby, Frederick High School

8:00 - 4:00 Continue work with CURRICULAR TEACHER as designated yesterday.

L U N C H O N Y O U R O W N

HAVE YOUR CURRICULAR TEACHER INITIAL YOUR F-47
AT END OF THE DAY

* * * * * * * * * *

TUESDAY, AUGUST 26

8:00 - 8:30 COFFEE Auditorium Lobby, Frederick High School

Check at registration table for mini-session assignments.

8:30 - 11:25 MINI-SESSIONS

11:25 - 1:00 L U N C H O N Y O U R O W N

1:00 - 1:30 PROJECT BASIC
Steve Hess, Supervisor of Testing
Room B-32, Choral Room

1:40 - 2:40 A. SENIOR HIGH SCHOOL
Introduction to Frederick County
Dr. John Carnochan, Retired
Superintendent
Board of Education of Frederick County
Room B-23, Band Room

B. MIDDLE SCHOOL
Observation and Evaluation Process
George Seaton, Retired
Acting Director, Area II
Board of Education of Frederick County
Room B-32, Choral Room

2:50 - 3:50 SENIOR HIGH SCHOOL switch to B
MIDDLE SCHOOL switch to A

LEAVE YOUR F-47 WITH MR. SEATON OR DR. CARNOCHAN
AT END OF THE DAY

Please vacate rooms as soon as possible. Students come in at 4:00 P.M. for rehearsal. Thank you!

NEW TEACHERS' WORKSHOP SPECIAL EDUCATION TEACHERS

FREDERICK HIGH SCHOOL

FRIDAY, AUGUST 22, 1986
MONDAY, AUGUST 25, 1986
TUESDAY, AUGUST 26, 1986

FRIDAY, AUGUST 22, 1986

8:00 - 8:30 COFFEE, Auditorium Lobby, Frederick High School

SECONDARY: Be certain to get selection sheets for mini-sessions on Tuesday and return to Bryant Aylor, Registration Table, before you leave today.

ELEMENTARY	SECONDARY	SPEECH
8:30-9:15 LEARNING DISABILITIES David Campbell, Supervisor of Special Education Room B-23, Band Room	8:30-9:15 Middle School GRADING Hank Bohlander, Principal, Thurmont Middle School Room 226 Senior High GRADING Don Hindman, Principal, Gov. Thomas Johnson High School Room B-32, Choral Room	8:30-9:15 LEARNING DISABILITIES David Campbell, Supervisor of Special Education Room B-23, Band Room
9:30-10:15 MEET WITH CURRICULAR TEACHER: ARTS Rock Creek: Room 227 Elementary: Room 230	9:30-10:15 Middle and Senior High LEARNING DISABILITIES David Campbell, Supervisor of Special Education Room B-23, Band Room	9:30-10:15 MEET WITH CURRICULAR TEACHER Room 225
10:30-4:00	10:30-4:00	10:30-4:00

MEET WITH DAVID CAMPBELL, Supervisor of Special Education
Room 230

L U N C H O N Y O U R O W N

HAVE F-47 INITIALED BY MR. CAMPBELL AT THE END OF THE DAY.

(Over please)

MONDAY, AUGUST 25

8:00 - 8:30 COFFEE Auditorium Lobby, Frederick High School

L U N C H I S O N Y O U R O W N

ELEMENTARY
8:30-4:00
MEET WITH CURRICULAR TEACHER
Terri Zigler, Room 230
or
Marilyn Doibeare-Matthews
Rock Creek

SECONDARY
8:30-4:00
MEET WITH CURRICULAR TEACHER
Barbara Parsons
Room 227

SPEECH, HEARING IMPAIRED
8:30-4:00
MEET WITH CURRICULAR TEACHER
Naomi Glaser,
Room 225

Individual agendas have been developed which may involve travel to other schools. Your curriculum teacher will go over plans with you for Monday and Tuesday.

HAVE F-47 INITIALED BY CURRICULAR TEACHER AT END OF DAY OR WHEN SHE VISITS WITH YOU.

* * * * * * * *

TUESDAY, AUGUST 26

ELEMENTARY
8:30-4:00
Continue work under direction of curricular teacher.
F-47 to curricular teacher or principal at end of day.

SECONDARY
8:00 Coffee, FHS Lobby
8:30-11:35 Mini-sessions
You registered for these Friday. Pick up assignments at registration table.

SPEECH, HEARING IMPAIRED
8:30-4:00
Continue work under direction of curricular teacher.

F-47 to curricular teacher or principal at end of day.

L U N C H I S O N Y O U R O W N

1:00-1:30 PROJECT BASIC
Steve Hess, Supervisor of Testing
Room B-32, Choral Room

1:40-2:40 SENIOR HIGH SCHOOL
A. Introduction to Frederick County
Dr. John Carnochan,
Retired Superintendent,
Board of Education of Frederick County
Room B-23, Band Room

MINI-SESSION SELECTION SHEET
SECONDARY TEACHERS

TUESDAY, AUGUST 26, 1986
FREDERICK HIGH SCHOOL
8:30 - 11:25

8:00 - 8:30 COFFEE, Auditorium Lobby, Frederick High School

Be certain to pick up your mini-session assignments during this time. You may be placed in a 2nd choice due to space limitations. However, we will make every effort to honor your 1st choices.

8:30-9:25	A Computer Lab	B1 Room 219	C1 Room 236	D1 Room 224	E1 Room 229
9:30-10:25		B2 Room 219	C2 Room 236	D2 Room 221	E2 Room 229
9:30-11:25	F Computer Lab	G Room 239			
10:30-11:25			C3 Room 236	D3 Room 221	E3 Room 229

A: INTRODUCTION TO COMPUTERS: Limited to 15.
(This session is for those with NO previous computer experience.)
Helen Tognetti, New Market Middle School

An overview of computer components and an introductory experience with software using Apple Presents Apple (or similar) will be included, both provide hands-on experience with the computer, 1 computer per person. If time permits, participants will examine selected MECC software, the software used throughout the Frederick County Public Schools.

B1, B2: CLASSROOM MANAGEMENT FOR THE SENIOR HIGH TEACHER
James Schafer, Catoctin High School

Tips and techniques for managing a classroom and specific behavorial incidents are presented by a social studies department chair.

C1, C2, C3: CLASSROOM MANAGEMENT FOR THE MIDDLE SCHOOL TEACHER
Kathy McGraw, West Frederick Middle School

Tips and techniques for managing a classroom and specific behavorial incidents are presented by a middle school team teacher.

D1, D2, D3: PARENT CONFERENCING
Paul "Ed" Eaves, Brunswick Middle School

A guidance counselor offers suggestions for successful conferences and relations with parents of your students. Middle School teachers have a scheduled day in the school calendar for parent conferences -- November 19.

E1, E2, E3: LET'S KEEP ALL DOORS OPEN . . .
Martha Meadows, Frederick High School

Teachers, parents and society members close vocational and avocational doors to students. A senior high mathematics department chair discusses how we, as teachers, can keep all doors open.

F: WHAT MECC CAN DO FOR YOU: Limited to 15
(This session for experienced computer users only.)
Helen Tognetti, New Market Middle School

An overview of MECC software as it is used in the Frederick County Public Schools will be presented. Participants will learn how to obtain the software for personal and classroom use. Programs with specific applications for teachers -- Labels, Lists and Letters and Grade Manager -- will be taught as the hands-on portion of this session. These two programs will save any busy teacher hours of time. Other software packages will be available for those who know these two.

G: STRESS AND SELF-CONCEPT
Beatrice Luzier, Counselor on Sabbatical 1986-87

How to recognize stress both in your students and in yourself will be one outcome of this session. Additionally, participants will learn some strategies for dealing with stress in students and themselves. The topic will be explored within the content of self-concept.

MAKE SELECTIONS, TEAR OFF AND RETURN TO BRYANT AYLOR FRIDAY

					2 Hours 9:30 - 11:25
A1 ____	B1 ____	C1 ____	D1 ____	E1 ____	
A2 ____	B2 ____	C2 ____	D2 ____	E2 ____	F ____
A3 ____	B3 ____	C3 ____	D3 ____	E3 ____	G ____

DON'T FORGET _____
Your Name

Teacher Orientation

BOARD OF EDUCATION OF FREDERICK COUNTY, MD.

WALKERSVILLE HIGH SCHOOL · AUGUST 27, 1986

8:00 - 8:30	*Commons*	Registration and Coffee
8:30 - 9:00	*Commons*	*Greetings and Introductions:* Marvin C. Anthony, President, Board of Education of Frederick County Stuart Berger, Superintendent of Schools Jack Patterson, President, Frederick County Teachers' Association Jean Smith, President, County Council of PTA's
9:00 - 9:50	*Commons*	*Department Overviews:* ADMINISTRATIVE SERVICES: Alfred Thackston, Jr., Associate Superintendent of Schools CURRICULUM AND INSTRUCTION: Ronald J. Naso, Assistant Superintendent PERSONNEL: Donna E. diGrazia, Executive Director of Personnel and Staff Development STUDENT SERVICES: James O. McDowelle, Executive Director of Student Services VOCATIONAL AND COMPUTER EDUCATION: J. Spicer Bell, Executive Director of Vocational and Computer Services
10:00 - 10:30	*Auditorium*	BOARD OF EDUCATION MEETING (New teachers invited)
10:45 - 11:20		Elementary teachers meet with curriculum specialists. Middle and senior high teachers meet with area staff. *(See reverse side for room assignments.)*
11:30 - 12:05		Elementary teachers meet with area staff. Middle and senior high teachers meet with curriculum specialists. *(See reverse side for room assignments.)*
12:10 - 12:30		New teachers with questions regarding Personnel or Special Education are invited to meet with those departments during this time. Personnel: Room 50 Special Education: Room 46
12:30 - 12:35	*Commons*	*Overview:* Chamber of Commerce of Frederick County
12:35 - 1:30	*Commons*	*Lunch:* Compliments of the Chamber of Commerce of Frederick County, and the Board of Education of Frederick County
AFTERNOON		New teachers report to home schools to work under the direction of principals.

10:45 - 11:20 Elementary teachers meet with curriculum specialists: Choral Room, Room 3

Physical Education: Media Center Art: Media Center
Media: Media Center Music: Media Center
Special Education (including Rock Creek): Room 45

Middle and senior high teachers meet with area staff
Area I schools: Lecture Area A
Area II schools: Lecture Area B

11:30 - 12:05 Elementary teachers meet with area staff
Area I schools: Lecture Area A
Area II schools: Lecture Area B
Rock Creek: Room 45

Middle and senior high teachers meet with curriculum specialists

Art	Media Center	English	Room 51
Business Ed.	Media Center	Math	Room 44
Foreign Language	Media Center	Science	Room 42
Guidance	Media Center	Social Studies	Room 40
Home Ec.	Media Center	Special Ed.	Room 50
Music	Media Center		
Physical Ed.	Media Center		
Computers	Media Center		
Vocational Ed.	Media Center		

* * * * * * * * *

AREA I

Brunswick High School
Governor Thomas Johnson High School
Linganore High School

Brunswick Middle School
Governor Thomas Johnson Middle School
Monocacy Middle School
New Market Middle School

Brunswick Elementary School
East Frederick Elementary School
Green Valley Elementary School
Kemptown Elementary School
Lewistown Elementary School
Liberty Elementary School
New Market Elementary School
North Frederick Elementary School
Valley Elementary School
Waverley Elementary School
Yellow Springs Elementary School

AREA II

Catoctin High School
Frederick High School
Middletown High School
Walkersville High School

Middletown Middle School
Thurmont Middle School
Walkersville Middle School
West Frederick Middle School

Carroll Manor Elementary School
Emmitsburg Elementary School
Middletown Elementary School
Myersville Elementary School
Parkway Elementary School
Sabillasville Elementary School
South Frederick Elementary School
Thurmont Elementary School
Urbana Elementary School
Walkersville Elementary School
Wolfsville Elementary School
Woodsboro/New Midway Elementary School

ADDITIONAL PROGRAM COMPONENTS AND BUDGET

Additional program components are three: a support seminar for new teachers offered in conjunction with a local college, observation days to be used for instructional improvement and a follow-up workshop. Most recent announcements and agendas for these offerings are attached. Do not become confused; this school year's notice and request for content for the follow-up workshop is attached, but the notices and agendas for the follow-up workshops in the packet are for the 1985-86 school year. The budget for this school year is at the end of the attachments.

The support seminar was begun with the help of a staff member of the staff development branch of the Maryland State Department of Education. Dr. Lawrence Nash taught our first seminar and assisted the staff of the local college and the curricular teachers in designing the program we are currently using. The seminar was modeled after one he was teaching in another county in Maryland. The first seminar rated a 1.4 on a scale of 1-5 with 1 as excellent. One experienced teacher returning to teaching after raising her family sent a thank-you note which included, "The workshop was terrific. Thanks!" Currently, the seminar meets in a local school throughout the school year and includes an overnight retreat where team-building skills are emphasized. More information about content is included in the section dealing specifically with the seminar. Frederick County teachers who take the workshop for college graduate credit are eligible for tuition reimbursement upon successful completion of the course.

Two full days of observation time are given to each new teacher to use for instructional improvement. The Office of Staff Development included this phase of the program intending that eventually the days would be used by the majority of new teachers in coaching opportunities. After three years of program implementation, this is beginning to happen. In the summer of 1986 a team of elementary teachers and their principal were thoroughly trained in coaching at a two week summer workshop. This team is now implementing coaching within the school and will serve in coming years as a demonstration site for the process of coaching. Interest has been high at not only the elementary level but also at the secondary level in the possibilities coaching provides. We hope to send a secondary team to the coaching workshop this summer so that both an elementary and a secondary staff will be able to serve as demonstration sites for the process. The coaching process is taking hold, however. Throughout the system new teachers are observing experienced teachers both within and outside of their own schools, and these same experienced teachers are also observing and working with the teachers new to the system in their classrooms. The growth taking place for both participants in this process is exciting.

The follow-up workshops are those necessary workshops which review system-mandated policies and procedures. Notices and agendas are attached for the workshops held last year; notices like the one sent to

elementary principals and teachers were also sent to their secondary counterparts. During the workshops, mandated areas were addressed in the morning, and the afternoon was given to the areas the teachers wanted to hear more about. Depending upon the needs of the system, experienced teachers new to the system may or may not be required to attend the morning session with the option of attending the afternoon sessions; this has changed from year-to-year. Evaluation of these workshops has been between a 2 and a 3 on the 1-5 scale with 1 excellent. Not surprisingly, the morning is rated low and in the afternoon when teachers work with teachers on instructional and classroom management matters, the ratings are high.

BOARD OF EDUCATION OF FREDERICK COUNTY

115 East Church Street
FREDERICK, MARYLAND 21701

Personnel Services Division

PATRICIA J. CUSTER
Supervisor of
Certificated Personnel
301-694-1324

JUDY I. THOMPSON
Supervisor of
Continuing Education
301-694-1322

DONNA E. diGRAZIA
Executive Director of
Personnel and Staff
Development
301-694-1323

WILLIAM E. BARRY, JR.
Supervisor of Supporting
Services Personnel
301-694-1325

ROBERT F. CAVANAUGH
Administrative Assistant
for Certification
301-694-2504

MEMORANDUM

TO: TEACHERS NEW TO FREDERICK COUNTY 1986-87

FROM: Judy I. Thompson JIT

RE: Professional Opportunities

DATE: September 17, 1986

Enclosed is information on three items. Please read carefully and respond as fits your needs. The enclosures address:

1. Seminar for Beginning Teachers
2. Two (2) Observation Days
3. Follow-up Workshop

Please call if you have any questions.

JIT:arg

Enclosures

APPROVED: Donna E. diGrazia

BOARD OF EDUCATION OF FREDERICK COUNTY

115 East Church Street
FREDERICK, MARYLAND 21701

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Development
301-694-1323

WILLIAM E. BARRY, JR.
Supervisor of Supporting
Services Personnel
301-694-1325

ROBERT F. CAVANAUGH
Administrative Assistant
for Certification
301-694-2504

MEMORANDUM

TO: TEACHERS NEW TO FREDERICK COUNTY 1986-87

FROM: Judy I. Thompson JIT

RE: Seminar for Beginning Teachers

DATE: September 17, 1986

Thank you for your patience in awaiting this announcement. I can assure you there have been many phone calls between this office and Hood's Education Department in order to meet the demand for this seminar. We are absolutely delighted to have so many interested people and have been working feverishly to get everything set and ready to go. We met yesterday to finalize plans so this is indeed "hot off the press."

We will offer three (3) sections of Seminar for Beginning Teachers. Only two (2) of those sessions (A & B) will be available for Hood credit. The third session (C) will be open to those wanting workshop credit only. Those sessions are as follows:

Session A. Available for Hood credit and MSDE in-service credit.

Meets Sept. 30; Oct. 7, 21; Nov. 25; Jan. 6, 27; Feb 10;
March 3, 17, 31; and April 28.
An overnight retreat is scheduled from 5:30 P.M. November 7 through 1:00 P.M. November 8. Accommodations and meals will be provided.

LIMITED TO 25.

Session B. Available for Hood credit and MSDE in-service credit.

Meets Sept. 30; Oct. 7, 28; Dec. 2; Jan. 20; Feb. 3, 24;
March 3, 24; April 14; and May 5.
An overnight retreat is scheduled from 5:30 P.M. November 15 through 1:00 P.M. November 8. Accommodations and meals will be provided.

LIMITED TO 25.

Session C. Available for Maryland State Department of Education (MSDE) in-service credit ONLY.

Meets Oct. 2, 9, 23; Dec. 4; Jan. 8, 29; Feb. 12;
March 3, 19; April 2, and 30.

(OVER, PLEASE)

An overnight retreat is scheduled from 5:30 P.M. either November 7 or 14 until 1:00 P.M. November 8 or 15.

LIMITED TO 25.

Projects and requirements for all three sessions are the same. The text Looking into Classrooms by Thomas Good and Jere Brophy is required in all three sessions; arrangements for purchase will be made the first night of class. The cost of the text is approximately $15.00.

Hood tuition of $375.00 can be handled in three ways:

1. A check for the full amount made payable to Hood College
2. Payment via VISA or MasterCard
3. The first of three payments ($145) will be accepted on Sept. 30. You will mail the second and third payments of $127.50 directly to Hood College. This total includes a $5 charge for this plan and a $20 entrance fee (see below) for anyone enrolling in the Graduate School for the first time.
4. Combination payments are acceptable. This would include any combination of check, credit card and/or three installment payments.

ABSOLUTELY NO CASH WILL BE ACCEPTED.

A $20 fee will be charged those students entering Hood Graduate School for the first time. Also, such students will need to complete an application form.

Application forms will be available and registrations will be accepted 3:30 P.M. to 4:30 P.M., Room 210, West Frederick Middle School. We are pleased Dr. Marvin Farbstein, Dean of the Graduate School, Hood College, will be accepting registrations.

Please return the attached Board of Education registration form indicating your choice of session. Every effort will be made to honor your first choices; however, spaces will be allotted on a first-come, first-served basis with those registering for Hood credit receiving priority placement in Sessions A & B. NO PHONE REGISTRATIONS will be accepted. You are urged to return the preregistration form as soon as possible. We will let you know as soon as possible of your session assignment.

Also attached is a Board of Education of Frederick County Program of Study for 60 Hours of Graduate Credit form. This is to be completed as follows:

HOOD COLLEGE	GEDU557	Beginning Teaching: From Theory to Practice	YES	3	F and S 86-87
		OR			
MSDE	86-24	Seminar for Beginning Teachers	NO	3	F and S 86-87

and forwarded to Donna E. diGrazia, Executive Director of Personnel and Staff Development.

SEMINAR FOR BEGINNING TEACHERS

Registration Form

I want to register for the following (indicate 1st, 2nd choice):

SESSION A _____

SESSION B _____

SESSION C _____

I want (please circle one):

Hood graduate credit
GEDU 557

MSDE in-service credit
#86-24

_____
(Name)

_____
(School)

RETURN TO SUPERVISOR OF CONTINUING EDUCATION
CENTRAL OFFICE

BOARD OF EDUCATION OF FREDERICK COUNTY

115 East Church Street
FREDERICK, MARYLAND 21701

Personnel Services Division

PATRICIA J. CUSTER
Supervisor of
Certificated Personnel
301-694-1324

JUDY I. THOMPSON
Supervisor of
Continuing Education
301-694-1322

DONNA E. diGRAZIA
Executive Director of
Personnel and Staff
Development
301-694-1323

WILLIAM E. BARRY, JR.
Supervisor of Supporting
Services Personnel
301-694-1325

ROBERT F. CAVANAUGH
Administrative Assistant
for Certification
301-694-2564

M E M O R A N D U M

TO: PRINCIPALS
NEW TEACHERS 1986-87

FROM: Judy I. Thompson, Supervisor of Continuing Education

RE: Observations

DATE: September 17, 1986

Staff development has funds to allow each new teacher a maximum of two (2) days to observe, or be observed by, an experienced teacher. The days may be used in the following ways or combination of ways:

1. A teacher new to the county observes an experienced teacher for one or two days.
2. After observation of an experienced teacher, the new teacher is observed for a day (or one-half day, if desired) by the experienced teacher who was observed. Suggestions regarding teaching techniques are made to the teacher new to the county by the experienced teacher.
3. A teacher new to the county may choose to be observed for two days by an experienced teacher.
4. A teacher new to the county may request that an experienced teacher do some demonstration teaching in the classroom of the new teacher.
5. An experienced teacher new to the county may wish to observe teachers and/or programs in Frederick or other counties.

There is no requirement that both days be used. One day may be taken if desired.

Persons enrolling in the Seminar for Beginning Teachers will be required to use one (1) of the two days in meeting requirements for the seminar.

ALL observation must be approved by the principal(s) involved. Certainly principals may want to recommend ways to use these days for teachers to be observed in accordance with the needs and interests of the new teacher. In many cases, it may prove helpful to observe and/or be observed by the curricular teacher with whom the new teacher worked in August. This is not a requirement, however. The teacher and/or principal are responsible for making all arrangements for the observations. Area and central office staff may assist in recommending teachers to be observed in a particular area or skill; for example, DRTA or differentiated instruction.

(OVER, PLEASE)

All observations are to be completed by May 29, 1987. F-47's should list the activity as New Teacher Observation and be coded 01-01-3003-1-54-001. They are to be forwarded to me. If there are any questions, please call.

JIT:arg

cc: Area Staff
Curriculum Staff
Student Services Staff
Voc. Ed. Staff
Curricular Teachers

APPROVED: Donna E. di Grazia

BOARD OF EDUCATION OF FREDERICK COUNTY
115 East Church Street
FREDERICK, MARYLAND 21701

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WILLIAM E. BARRY, JR.
Supervisor of Supporting
Services Personnel
301-694-1325

ROBERT F. CAVANAUGH
Administrative Assistant
for Certification
301-694-7504

MEMORANDUM

TO: PRINCIPALS & VICE-PRINCIPALS
AREA & CENTRAL OFFICE STAFF

FROM: Judy I. Thompson, Supervisor of Continuing Education

RE: Follow-up Workshop for New Teachers

DATE: September 17, 1986

We are planning a workshop as a follow-up to the preschool workshop. I am asking for your suggestions for the workshop. Please complete the tear-off at the bottom of this page listing your suggestions. It is VERY important that we know whether you represent elementary, middle, senior high, or special education.

Please respond to Judy I. Thompson, Personnel Department by Friday, October 3.

JIT:arg

APPROVED Donna E. diGrazia

RETURN BY OCTOBER 3, 1986

I would like the following topics addressed in the follow-up workshop:

1.
2.
3.
4.

I represent (circle one) elementary middle senior high special education teachers.

RETURN TO JUDY THOMPSON, PERSONNEL DEPARTMENT

BOARD OF EDUCATION OF FREDERICK COUNTY

115 East Church Street
FREDERICK, MARYLAND 21701

Personnel Services Division

PATRICIA J. CUSTER
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Services Personnel
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ROBERT F. CAVANAUGH
Administrative Assistant
for Certification
301-694-2504

MEMORANDUM

TO: TEACHERS NEW TO FREDERICK COUNTY 1986-87

FROM: Judy I. Thompson, Supervisor of Continuing Education

RE: Follow-up Workshop

DATE: September 17, 1986

We are planning a worksnop as a follow-up to your preschool workshop. I am asking for your suggestions for the workshop. Please list those things which would be most helpful to you. Complete the tear-off at the bottom of this page listing your suggestions. It is VERY important that we know whether you are elementary, middle, or senior high; special education, special subject or other; and experienced or inexperienced.

Please return your response to Judy I. Thompson, Personnel Department, by Friday, October 3.

JIT:arg

cc: Principals
Area & Central Staff

APPROVED: Donna E. diGrazia

RETURN BY OCTOBER 3, 1986

I would like the following topics addressed in the follow-up workshop:

1.
2.
3.
4.

I am an (please circle one) elementary middle senior high teacher:

Experienced Inexperienced Spec.Ed. Lev. V Lev. IV Lev. I-III Special Art Music P.E. Other Guidance Drama

Other _____ (area)

_____ (area)

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ROBERT F. CAVANAUGH
Administrative Assistant
for Certification
301-694-2504

MEMORANDUM

TO: ELEMENTARY PRINCIPALS and NEW ELEMENTARY TEACHERS, 1985-86

FROM: Judy I. Thompson, Supervisor of Continuing Education

RE: Follow-up Workshop - Wednesday, April 23, 1986

DATE: April 11, 1986

Elementary teachers who are new to the county will meet -

Wednesday, April 23, 1986
Frederick High School, Room 245
8:00 A.M. Coffee
8:30 A.M. - 4:00 P.M. Program
on
GRADING and CLASSROOM MANAGEMENT

The workshop is for INEXPERIENCED new teachers. Experienced new teachers who want to attend may do so with the approval of their principal, or principals may recommend attendance for individual experienced teachers.

SPEECH THERAPISTS have the option of attending the morning presentations on grading and classroom management. Speech therapists are to attend beginning at 12:30 P.M. The afternoon will be spent with Naomi Glaser, supervising speecn therapist.

Lunch will be on your own.

PRINCIPALS:
1. If you recommend or approve the attendance of an experienced teacher new to the county, please call that persons's name in to me. We will need it for planning purposes.
2. If you would like an agenda for the day's activities, please call and we will be happy to send you one.
3. F-47's should be coded 01-01-3003-1-54-001, include the teacher's correct name and be sent to me for processing.

JIT:arg

APPROVED: Donna E. diGrazia

cc: Mike Kline
Ric Gerwig
Elementary Curriculum Specialists
Dave Campbell
Naomi Glaser
Ron Naso

AGENDA
ELEMENTARY NEW TEACHERS
APRIL 23, 1986
FREDERICK HIGH SCHOOL
ROOM 245

8:00 A.M. Coffee

8:30 - 10:00 A.M. GRADING

Ric Gerwig, Supervisor of Elementary Schools - K-3
Mike Kline, Supervisor of Elementary Schools - 4 & 5

10:05 - 11:05 A.M. DEVELOPMENTAL NEEDS AND CLASSROOM MANAGEMENT

Judy Calnoun, Counselor, Walkersville High School
former 1st and 2nd grade teacher, elementary
school support teacher and middle school counselor

11:05 - 11:15 A.M. YOUR DEVELOPMENTAL CAREER NEEDS

Pat Custer, Supervisor of Certificated Personnel

11:15 A.M. - 12:30 P.M. L U N C H O N Y O U R O W N

12:30 - 3:25 P.M. CLASSROOM MANAGEMENT WITH CURRICULAR TEACHERS

Kindergarten and 1st: Michele Krantz
2nd and 3rd: Wendy Bruchey
4th & 5th: Nancy Williams
Special Education: Terri Zigler
Speech Therapists: Naomi Glaser

3:30 - 4:00 P.M. Meet by Areas with Supervisors:

Area I : Ric Gerwig
Area II: Mike Kline

AGENDA
MIDDLE SCHOOL
NEW TEACHER WORKSHOP FOLLOW-UP
APRIL 30, 1986
FREDERICK HIGH SCHOOL
ROOM 245

8:00 - 8:30 A.M. Coffee

8:30 - 9:00 A.M. GRADING - HANK BOHLANDER, Principal - Thurmont Middle School

Clarification and Questions and Answers

9:00 - 10:30 A.M. CLASSROOM MANAGEMENT: THE NEXT STEP

Harold Mosser, Supervisor of Middle Schools, Area I

10:30 - 10:35 A.M. BREAK

10:35 - 11:35 A.M. DEVELOPMENTAL NEEDS AND CLASSROOM MANAGEMENT

Judy Calhoun, Counselor, Walkersville High School
former elementary teacher, elementary
support teacher and middle school counselor

11:35 A.M. - 1:00 P.M. L U N C H

1:00 - 1:15 P.M. YOUR DEVELOPMENTAL CAREER NEEDS

Pat Custer, Supervisor of Certificated Personnel

1:15 - 3:30 P.M. CLASSROOM MANAGEMENT WITH PRACTICING TEACHERS

6th grade: Marilyn Shaff, New Market Middle School
Language Arts/Science: Laura Guthrie, West Frederick
Middle School
Cloyce "Bud" Beehler, West Frederick
Middle School and
East Frederick Elementary
Social Studies: Bonnie Albaugh, Thurmont Middle School

W E L C O M E

SENIOR HIGH TEACHERS NEW TO FREDERICK COUNTY

Follow-up Workshop
Tuesday, March 4
9:00 A.M. - 4 P.M.

9:00 Refreshments

9:30 Grading: Questions You May Have
Don Hindman, Principal of Governor Thomas Johnson High

10:00 The Frederick County Perspective
Dr. Stuart Berger, Superintendent

BREAK 10:45 - 11:00

11:00 Test Construction
Steve Hess, Supervisor of Testing

LUNCH ON YOUR OWN 11:30 - 1:45

1:45 Exam Analysis

Agriculture and Industrial Arts: Mr. Milt McGrew, Supervisor of Vocational Education and Industrial Arts

Business Education: Laurie Goldstein, Supervisor of Vocational Education and Business Education

English: Beverly Fairchild, Dept. Chair, Gov. Thomas Johnson High
Carol Fogler, Curriculum Specialist for English and Language Arts, 6-12

Foreign Language: Susan Helm Smith, Curriculum Specialist for Foreign Language, 6-12 and ESOL

Home Economics: Jim Slagle, Coordinator of Health Education and Home Economics

Mathematics: Martha Meadows, Dept. Chair, Frederick High School
Tom Natolly, Director of Compensatory and Accountability Services

Music: Susan Taylor, Curriculum Specialist for Music Education

Science: Ron Albaugh, Dept. Chair, Middletown High School
Ned Kerns, Curriculum Specialist for Science

Social Studies: Pete Rothenhoefer, Teacher, Frederick High School

Special Education: Marty Tarr, Dept. Chair, Linganore High School

BUDGET, 1986-87

PRESCHOOL WORKSHOP	
4 days preschool workshop X $52 X 180 new teachers	$ 37,440
Curricular teachers for preschool workshop @ $140 per day	12,600
Materials, Refreshments, Travel	500
OBSERVATIONS	
2 days X 180 X $38 per sub	13,680
FOLLOW-UP WORKSHOPS	
1 day X 135 (all inexperienced, 1/2 experienced) X $38	5,130
SEMINAR	
3 Curricular Teachers X $45 per session X 15 sessions	2,025
Retreat	1,000 +/-
TOTAL	$ 72,375
or	
$402 per person	

Reaction of Secondary, Experienced Teacher

Mrs. Shockey was unable to accompany us. Her husband unexpectedly underwent surgery earlier this month.

Experienced teachers do not have all of the answers, so it was for me with this perspective that I participated in the new-teacher orientation program. I became employed in Frederick County after twelve years of teaching experience in two other school systems. I had served in one system for seven years and in another for five years. All of my previous experience had been at the high school level, grades 9-12. My previous years of teaching were regarded as highly successful by both my employers and myself. However, I was employed by the Frederick County School System to teach 8th grade science, at the middle school level, thus being faced with a whole new set of challenges. Upon beginning employment in the two previous systems, I was amazed at all that a new teacher was somehow expected to know about the individual school, the school system, policies and procedures, and all of the routine tasks for which a teacher is responsible during a school day. No formal orientation was available to new teachers to these systems. Consequently, I welcomed the opportunity to participate in the new-teacher orientation program in Frederick County, in hopes that the "fog" that I had encountered in the two previous systems would at least be partially lifted. The benefits gained from participation in this orientation were great.

Having come from the high school level, my frame of reference for instruction was very departmentalized. I was a member of "the science department." The orientation program provided the opportunity for meetings and discussion with the middle school supervisor, who upon review of the middle school philosophy, began to change my frame of reference. I was no longer just a member of a science department, but now, more importantly, a member of an instructional team for a specific block of students. Teaching science was no longer the only focus of my instruction; integration with other curricular areas was also to be a focus.

As a new teacher in the system, I knew that I would be observed countless times for a two year period. The middle school supervisor clearly delineated the components of a lesson he would expect to see when doing an observation. Therefore, I began to design my lessons around these components. Although I had used most of these components before, there were some new twists with which I had to become familiar.

Opportunities were also available to meet with the science curriculum specialist. He, too, discussed the components he expected to see during instruction, as well as making materials readily available that I needed.

Perhaps the most valuable experience during the orientation was the opportunity to work with a teacher in my subject area for two days. I was especially fortunate also in that the curricular teacher for science was a middle school teacher. Because the curricular teachers have been chosen because they have been highly successful teachers in the school system, this particular teacher was able to share many strategies, both instructionally and managerially, that had worked for him. He became a role model for me as a new teacher in the system. Time and direction was given for developing lesson plans for the first week of school and materials, such as curriculum guides, teacher's editions of textbooks, audio-visual guides, etc., were made available by the curricular teacher.

Interestingly, at the end of the orientation program, I had a high degree of anxiety. This anxiety, however, was a positive factor for me. After going through all of the sessions during the orientation, I had an excellent overview of the expectations for teachers in Frederick County. These expectations were, and remain, high. I saw the expectations as a challenge and as a source of motivation. As Madeline Hunter would say,

my "level of concern" had been raised. I knew what I would need to do in order to be successful in a third school system.

So while the new teacher orientation program was not necessarily a panacea for all the problems that I would encounter as a new, but experienced teacher in the County, it certainly provided "symptomatic relief" from some of the new pressures of a new job in a new system.

Teachers Coaching Teachers

TEACHERS COACHING TEACHERS

I. Who?

   A. Teachers, administrators, curriculum specialists

   B. Partner selection

      1. Job alike
      2. Job unalike

   C. Requirement: Willing to experiment

II. When?

   A. Once a week, 15 minutes

   B. Release Time

      1. Planning Time
      2. Videotapes
      3. Coverage by:

         a. Principal
         b. Aides
         c. Substitutes
         d. Each other

III. The Coaching Process

   A. Study of theory

   B. Observation of demonstrations

   C. Practice within the classroom with coaching

      1. Observations using a planning/observation form with critical phases identified
      2. Specific, nonevaluative feedback regarding the critical phases of the strategy
      3. Problem solving
      4. Exploration of ways to apply and adapt strategies

IV. Effects

   A. Improvement and expansion of a repetoire of teaching skills and strategies occurs

   B. A cooperative attitude replaces isolation among staff

   C. Responsibility for outcome is assumed by teachers

   D. A system for change is embedded within the school structure

PROCES

TEACHER _____ DATE _

PREWRITING

:OTIVATION

A. Subject Discovery through a

___ Prop	___ Picture	___ Think, Pair, Share
___ Poem	___ Experiment	___ Other
___ Story	___ Hands-on experience	_____

B. Purpose Established with:
___ Reasons for writing presented
___ Audience identified, if applicable

Comments:

ORGANIZATIONAL STRATEGY (where the total picture is presented visually with ideas/concepts integrated), such as:

___ Web	___ Compare/Contrast	___ Square
___ Thinklink	___ Story Chain	___ Cause/Effect
___ Pyramid	___ SQ4R	___ Other _____
		_____

Comments:

:ODELING BY TEACHER, if applicable, of:

___ A. The writing process which is removed before student product
___ B. A skill in the writing context

Comments:

_____ COACH _____

WRITING

STUDENT PRODUCTION where:

___ A. Invented spellings are encouraged
___ B. Students are encouraged to utilize:
- ___ Word card boxes and/or dictionaries
- ___ Displayed charts
- ___ Organizational strategy

C. The teacher receives and responds to children's writing by:
- ___ Moving among the children
- ___ Listening to or reading children's writing
- ___ Asking language-provoking questions, such as: Can you tell me more? Can you describe the incident? What happens next?
- ___ Acts as facilitator, rather than director or evaluator (avoids evaluative comments, such as, "Good job," "Should be longer," "Not specific enough.")

Comments:

CELEBRATION

STUDENT SHARING WITHOUT PENALTY

A. Teacher selects method of student delivery
1. Total Group Presentation
   - ___ Randomly selected student(s)
   - ___ Specific child selected which addresses a teacher objective
2. ___ Response Groups
3. ___ Individual Conference

on B. Teacher facilitates the Receiving and Responding Process by:
- ___ Modeling a positive, accepting approach
- ___ Requiring positive audience responses with reference made to what I heard and what more I want to hear
- ___ Providing additional writing time to address peer recommendations

Comments:

CONCEPT ATTAINMENT: Lesson Plan

Teacher _____ Date _____

Coach _____

Objectives: Content _____

Process _____

Areas of focus:

_____

_____

_____

_____

_____

Type of Observation

___ classroom

___ video # ___

Subject Area

___ Math

___ Language Arts

___ Science

___ Social Studies

___ Other

PHASE I: FOCUS

Focus Statement _____

_____

PHASE II: DATA PRESENTATION

A. Type and Number of Exemplars _____

_____

B. Presentation of data set:

___ labeled pair at a time

___ all at once with labels following

___ other (describe) _____

_____

C. Developing Hypotheses:

_____

_____

PHASE III: SHARING THINKING AND HYPOTHESES

Students will describe how they developed their hypotheses by _____

_____

PHASE IV: NAMING AND APPLYING THE CONCEPT

Further experience with concept: _____

_____

_____

Coach ——→ Teacher

PHASE I

A. Focus Statement: ___ yes ___ no

B. Was it clear enough for the majority of students to focus on the central content of lesson? ___ yes ___ no

Comments:

PHASE II

A. Were approximately equal numbers of positive and negative exemplars provided? ___ yes ___ no

B. Were sufficient exemplars provided? ___ yes ___ no

C. Were exemplars enumerated? ___ yes ___ no

D. Were labels provided for the first eight or ten pairs? ___ yes ___ no

E. Were students asked to:
generate hypotheses without sharing them? ___ yes ___ no
record progression of thinking? ___ yes ___ no

F. Did the teacher determine whether students were able to generate hypotheses ___ yes ___ no

G. Were students asked to compare positives and contrast them with the negatives? ___ yes ___ no

Comments:

PHASE III

A. Were students asked to share thinking? ___ yes ___ no

B. Were students able to express their hypotheses? ___ yes ___ no

C. If several hypotheses given, could students justify or reconcile them? ___ yes ___ no

Comments:

PHASE IV

A. Were students able to name the concept? ___ yes ___ no

B. Was a technical or common term for the concept supplied (if needed)? ___ yes ___ no

C. Were additional exemplars provided? ___ yes ___ no

D. Were students asked to supply their own? ___ yes ___ no

E. Did students appear to know the concept? ___ yes ___ no

Comments:

PEER COACHING PLAN
KEMPTOWN ELEMENTARY SCHOOL

I. Goal: To improve teaching using peer coaching with:

A. Inductive Thinking:	September, 1986
B. Concept Attainment:	September, 1986
C. County Curriculum Strategies:	1986-1987
D. Whole Brain Teaching Model:	February, 1987
E. Cooperative Learning:	Summer, 1987
F. Synectics:	Summer, 1987
G.	
H.	
I.	

II. Communication with:

A. Parents	
1. Coffee Groups:	August (Principal)
2. PTA Executive Committee:	September (Principal, Jeff)
3. PTA Meeting	February (Coaching Team)
B. Administration/Supervision	
1. Superintendent	
a. Update:	July (Principal)
b. Inservice:	August
c. Observation:	Ongoing
2. Other principals:	August (Principal)
3. Staff Development Coordinator (same as Superintendent)	
4. Area Director/Curriculum Supervisor (same as Superintendent)	
5. Board of Education	
C. Staff	
1. Voluntary Team Leaders' Lunch:	August (Principal, Nancy)
2. August Inservice:	(Coaching Team)
a. Rationale for Peer Coaching:	(Pam)
b. What is Peer Coaching?:	(Jeff)
c. Demonstrations:	(Renee, Kathy C., Kathy R.)
d. Timeline:	(Principal)
e. Learning Styles Awareness:	(Principal)
3. Inservice: Whole Brain Learning:	February

D. FCTA — August
   1. Inservice:
   2. Observations:
E. Students
F. University of Maryland (Jim) — 4 days/Semester

III. Ongoing Training:
   A. Johns Hopkins:
   B. University of Maryland
   C. County Curriculum Specialists

IV. Technical Consideration
   A. Coaching Teams
      1. Kathy R. and Pam
      2. Peggy and Jeff
      3. Nancy and Renee
      4. Marian, Kathy C. and Liz
   B. Peer Coaching Experiences
      1. One observation/week for at least 10-15 minutes
      2. One coaching conference/week
         a. Kathy R. and Pam - Bustime (coverage needed)
         b. Peggy and Jeff - Recess and Lunch
         c. Nancy and Renee - Recess and Lunch
         d. Marian, Liz and Kathy - 11:40-12:00
   C. Coaching Forms
   D. Release Time
      1. Planning time
      2. Coverage by:
         a. Principal
         b. Aides
         c. Substitutes
         d. Each other
      3. Videotapes
   E. Central location for Peer Coaching Materials

V. Future Directions

SEMINAR FOR BEGINNING TEACHERS

HOOD
COLLEGE

GEDU. 557: BEGINNING TEACHING - FROM THEORY TO PRACTICE

Kittybelle Hosford/Instructor
663-3131 Ext. 318

Fall 1986/Spring 1987

Course Description: Beginning teachers will continue to build their knowledge base and competency levels through development of observational skills, utilization of current research, the establishing of support and resource networks, and design/implementation of an individualized project based on need and interest. Specific topics will include behavior management, parent conferencing, curriculum implementation, and professional relations.

Text: Good, Thomas L., and Brophy, Jere E. Looking In Classrooms. Harper and Row, 3rd Edition, 1984.

SESSION I: Introductions
Course Overview and Requirements
Group Goal-setting: "What do I want to learn from this course?"
Personal Experience Survey

Assignment: After reading "Beginning Teachers: Perceived Problems and Implications for Support Programs," identify (1) topics/ideas that are new and/or need clarification; (2) findings that are most and least representative of your own experience as a beginning teacher; and (3) any information that stands out as being important regarding the development of effective teacher induction programs.

Your comments should be written to facilitate discussion, but they will not be turned in.

SESSION II: Help Lab
"Beginning Teachers: Perceived Problems and Implications for Support Programs"
Continuation of Group Goal-setting
Individual Projects

Assignment: Text reading - Pages 1-54 (Do not include "Case Studies: Some General Comments.")

Complete the assignment "Case Study: For Self-Study" (p. 53).

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GEDU. 557 Fall 1986-Spring 1987

Session/Date	Topic/Activities	Test/Assign. Due
#3/Oct. 21	HELP LAB: 10 Greatest Helps Overview/Progress to Date Time Mgmt.: Identifying Problems and Solutions Stress Mgmt.: Self-Expectations Observation Skills I: Purpose & Practice	pp. 1-54
#4 #5/Nov. 14-15	RETREAT: Learning Styles/Parent Conferences/Homework, Grading & Evaluation - County Policies Individual Projects	Chapt. 11 Project Phase I
#6	Observation I/Self-scheduled	
#7/Nov. 25	HELP LAB: Substitute Teachers; Liking Students Too Much or Too Little Teacher-Learner Interaction Group Behavior Mgmt./Prevention (Classroom Organization: Filing, "Housekeeping,"/Volunteers) In-Class Task #1	Chapts. 4,5,6 Project Phase II
#8/Jan. 6	HELP LAB: My Best Lesson Individual Behavior Mgmt. Long-Range Planning: County Curriculum & Techniques (Equipment and Materials)	Chapts. 7 & 10 Observation #1
#9/Jan. 27	HELP LAB: New Students/Make-up work Lesson Planning/Individual Needs Observation Skills II	Chapts. 8 & 9
#10/Feb. 10	HELP LAB: "It Will Never Work!" Professional Relations In-Class Task #2	
#11/Mar. 3	HELP LAB: Finding A Model Professional Growth Follow-up and Review In-Class Task #3	
#12	Observation #2/Self-scheduled	
#13/Mar. 17	Project Presentations	Project Reports
#14/Mar. 31	Project Presentations	Project Reports
#15/Apr. 28	Project Presentations	Project Reports Observation #2 Five Dilemmas

Class attendance and participation, text reading, and sharing of resources are essential.

Assignments	% of Grade

* Individual Project..... 30%

Purpose: To increase planning, time management, problem-solving, decision-making, and evaluation skills; to enhance awareness of self in teaching role.

Description: Based on individual need and interests, each participant will develop and implement an action plan to be carried out during the course period. Projects may focus on areas such as behavior management, student assessment, curriculum implementation, application of teaching methods/strategies, and so on. The phases of the project will be:

(1) Identification of need description and purpose of project. (Due at Retreat)

(2) Time-line planning (Due Session 7)
(3) Implementation and Log (Maintained during Jan./Feb./Mar.)
(4) Final Summary/Evaluation (including bibliography/resources)
(5) Projections for Further Study
(6) Oral Presentation (To be scheduled during last class sessions)

(Phases 4 & 5 will be completed and turned in with the entire project report at the time of oral presentation.)

Two Observations of Curricular Teachers (15% each)..... 30%

Purpose: To develop skills in observation and interpretation of behavior; to increase knowledge of curriculum implementation methods; to establish support network.

Description: Two half-day observations (one in fall and one in spring) of a curricular teacher will be arranged by each participant according to county procedures. Each observation will utilize a written format detailed during class sessions.

* Description of 5 Teaching Dilemmas..... 10%

Purpose: To increase problem-solving skills and self-awareness in teaching; to utilize in-class and out-of-class supports.

Description: By the end of the course, participants will have identified and described in narrative format 5 teaching dilemmas. These may be situations personally experienced, or a combination of experienced and personally "observed." Descriptions need to include setting, individuals involved as identified by role, perceived problem and possible consequences (positive and/or negative). These situations can be incorporated into appropriate Help Labs and class discussions if desired.

Assignment	% of Grade
In-Class Quizzes/Tasks.....	15%

Purpose: To clarify course content; to provide opportunity for application of content; to provide opportunity for feedback.

Description: To be announced.

Final Exam.....	15%

Purpose: To provide evidence of integration of course material; to provide opportunity for evaluation and feedback.

Description: Essay format.

* For your Individual Project and Description of 5 Teaching Dilemmas you will need a lightweight binder or notebook with removable paper. This will enable you to submit sections for review and feedback without turning in pages on which you wish to continue working. You may wish to utilize this notebook for all assignments.

FUTURE PLANS

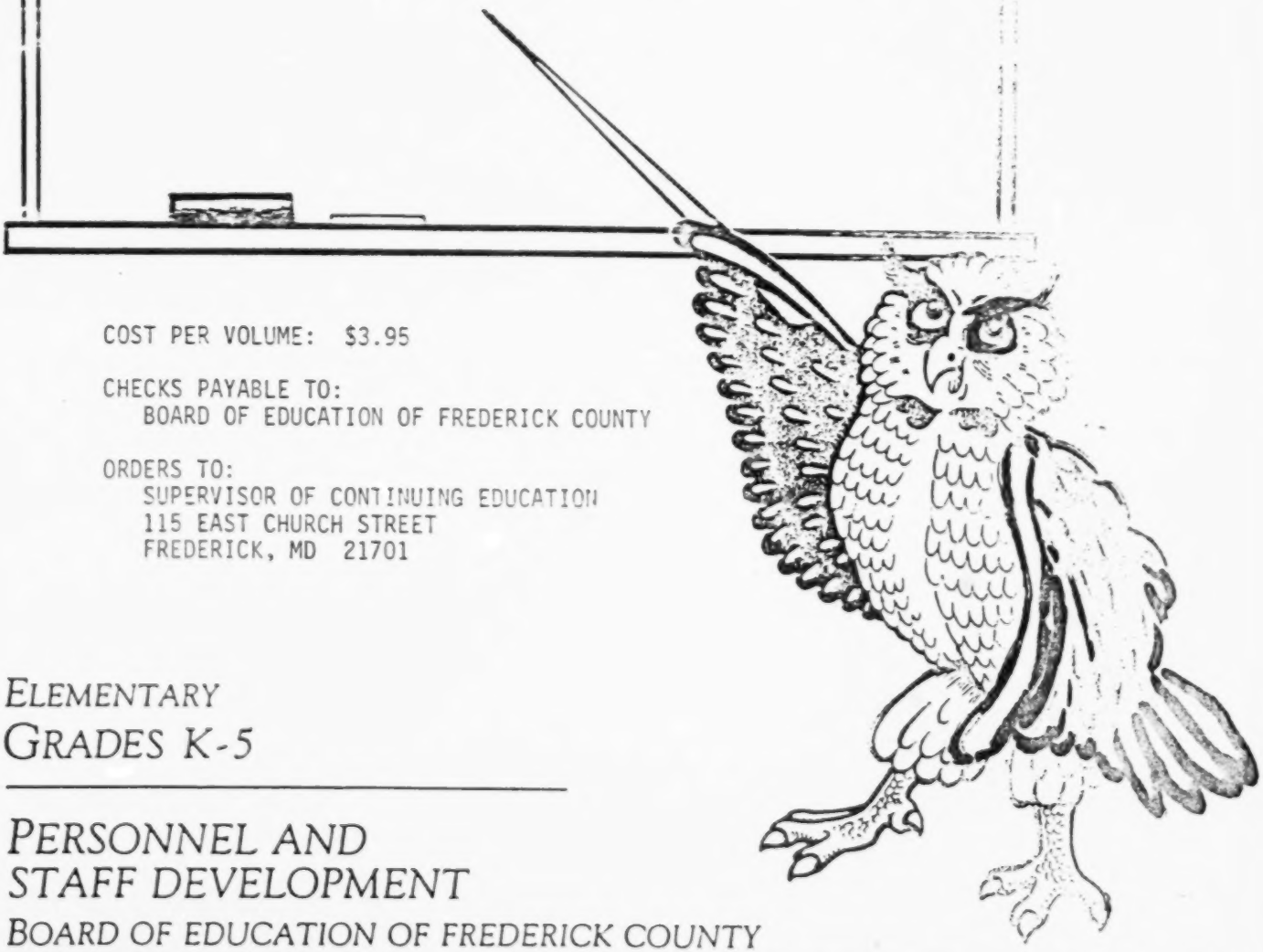
1. Expand preschool workshop to five days. Add work with major subject and special education department chairs at secondary level.

2. Expand coaching system within county.

3. Increase knowledge and skills of administrators and supervisors regarding work with beginning teachers.

MATERIALS

Tips for New Teachers



COST PER VOLUME: $3.95

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ELEMENTARY
GRADES K-5

PERSONNEL AND STAFF DEVELOPMENT
BOARD OF EDUCATION OF FREDERICK COUNTY

Guide for Teachers New to Frederick County

COST PER VOLUME: $3.95

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SECONDARY
GRADES 6-12

PERSONNEL AND
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